

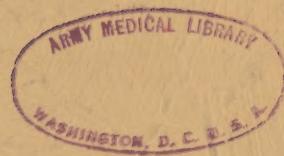
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TEACHING GUIDE

PHYSICAL EDUCATION

Los Angeles City Schools



PART-IV PLAYGROUND SAFETY

Acknowledgments....

GRATEFUL ACKNOWLEDGMENT IS EXTENDED
TO H. LOREN MITCHELL, MAUDE S. PARISH,
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MENTARY SCHOOLS OF LOS ANGELES WHO
COOPERATED IN THE PREPARATION OF THIS
TEACHING GUIDE.

C. L. GLENN,

SUPERVISOR.

DIVISION OF INSTRUCTION AND CURRICULUM

0021

FOREWORD

The aim of this booklet is to assist the principal and teachers in making possible the safe and proper use of playground facilities.

After every precaution is taken to avoid accidents by means of adequate organization and administration, there remains the task of instructing children in the proper use of equipment and supplies. If the instruction is to be valuable it must be followed by proper yard supervision.

The most important problem that education has had to face is that of behavior. This is especially true with regard to safety and health. If safety education is to be effective, it must result in safe conduct on the part of children. This can be brought about if instruction is concerned with the acquisition of safety habits, physical skills, and proper attitudes on the part of the participants.

VIERLING KERSEY,
Superintendent.

Safety Requirements for Physical Education and Playground Activities in the Elementary School

The following safety requirements should be carefully enforced:

GENERAL

Whenever facilities or apparatus are in need of attention, immediately notify the Maintenance Section of the Business Division. In addition to a telephone call the principal should submit in writing a request for repair or removal of the hazard. If the defects and hazards are not remedied within a reasonable time, the principal should send to the Special Assignments Section a statement of the case, giving the date of inspection, date of report, and other relative information.

Responsibility for the monthly inspection of playground equipment rests with the principal. This inspection should be made with extreme care and the condition of the equipment reported on the safety check sheets. In addition to the monthly inspection the condition of the playground apparatus should be scrutinized daily without the use of check sheets. Teachers may be delegated by the principal to make the inspections. If a piece of apparatus or equipment appears to be defective its use must be prohibited at once and notification for its repair or removal sent to the Business Division immediately.

The principal should inform new and substitute teachers and the playground director of the playground safety rules.

Principals should confer with the physical education supervisor regarding the location of playground apparatus before its installation. Diagrams are furnished to the Business Division by the assistant supervisor of physical education after conference with the principal. Equipment will be installed only after diagrams have been received by the Business Division.

After a piece of equipment has been installed, it shall not be moved or altered without the approval of the principal and the assistant supervisor of physical education.

Climbing trees and buildings and fences to recover balls and other play objects should be prohibited. These may be recovered by the custodian.

Definite class instruction shall be given in the proper use of each piece of apparatus or equipment designated for his grade level so that each child will know how to use it.

PLAY AREAS

Play areas should be planned so that the activities of older children do not interfere with those of the primary children, and vice versa.

Caution should be exercised in planning courts and play areas so that traffic lanes may be definitely established for those children going to and from games.

The sprinkling hose should be taken off the playground after use.

Hydrant boxes shall be kept covered and flush with the ground.

Play areas shall be free from all trash, broken bottles, excessive loose dirt, stones, and similar hazards.

Automobiles and trucks shall not be parked on the playground in areas that are designated for play activities.

Holes and deep ruts are accident hazards. Notify the Maintenance Department to make the necessary repairs when these conditions are discovered.

All wire fencing shall be free from sharp or broken wire.

Elimination of dust for the following reasons may be accomplished by thoroughly sprinkling the grounds daily:

To safeguard the health of the children.

To provide satisfactory playing conditions.

To eliminate dust blowing into the buildings.

Sand in the sand boxes should be kept moist by frequent dampening in order that the children may derive a maximum amount of pleasure from them. Keep the boxes free from debris.

Trucks shall not drive on the playground when the surface is wet if damage to the surface may result from so doing.

Delivery of materials not considered heavy should be made without driving the truck onto the playground.

Drivers should consult with the principal in regard to the route a truck shall take on the playground.

APPARATUS

The teachers are responsible for a definitely planned program of instruction in the proper use of the apparatus involved in these activities.

Only those grades that have been designated as eligible should be permitted to use a piece of equipment.

Loose shavings or sand shall always be under and around the following pieces of apparatus: climbing poles, horizontal ladder, low turning bar, long traveling rings.

The amount of shavings or sand underneath the apparatus should be inspected from time to time throughout the semester. If the quantity is not

sufficient, an adequate supply may be obtained by telephoning the Maintenance Department of the Business Division.

Areas around and under apparatus shall be kept free from cans, bottles, sharp objects, and other obstacles that interfere with safe playing.

No benches or waste receptables shall be placed under the apparatus.

Swing ropes and giant-stride ropes should be taken inside the school building after closing time unless they can be properly locked. However, where there is an after-school playground the apparatus should remain in use until closing time.

All apparatus for which locks are provided or available should be locked at night.

• • •

Fundamental Skills as Related to Safety in Physical Education

Many accidents in game activities can be avoided when there is definite and thorough instruction in the fundamental skills, e.g., properly catching and throwing balls of all types. Pupils should be given opportunity, under the careful direction of the teacher, for practicing the fundamental skills during the physical education period. This is one of the important purposes for which the period is intended.

A few of the fundamental skills which should be taught and practiced to insure safe participation in most game activities are listed below:

- Properly throwing and catching balls of all types.
- Running properly and skillfully.
- Hitting balls properly, with the hands, feet, bats, or paddles.
- Tagging skillfully, and avoiding being tagged.
- Taking off and landing properly when jumping.

GAME ACTIVITIES

From the first issue of the magazine, the following games were included:

WEEKLY GAMES

1. *Scrabble*—A game of tile and board, in which letters and tiles are used to make words.

2. *Monogram*—A game of tile and board, in which letters and tiles are used to make words.

3. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

4. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

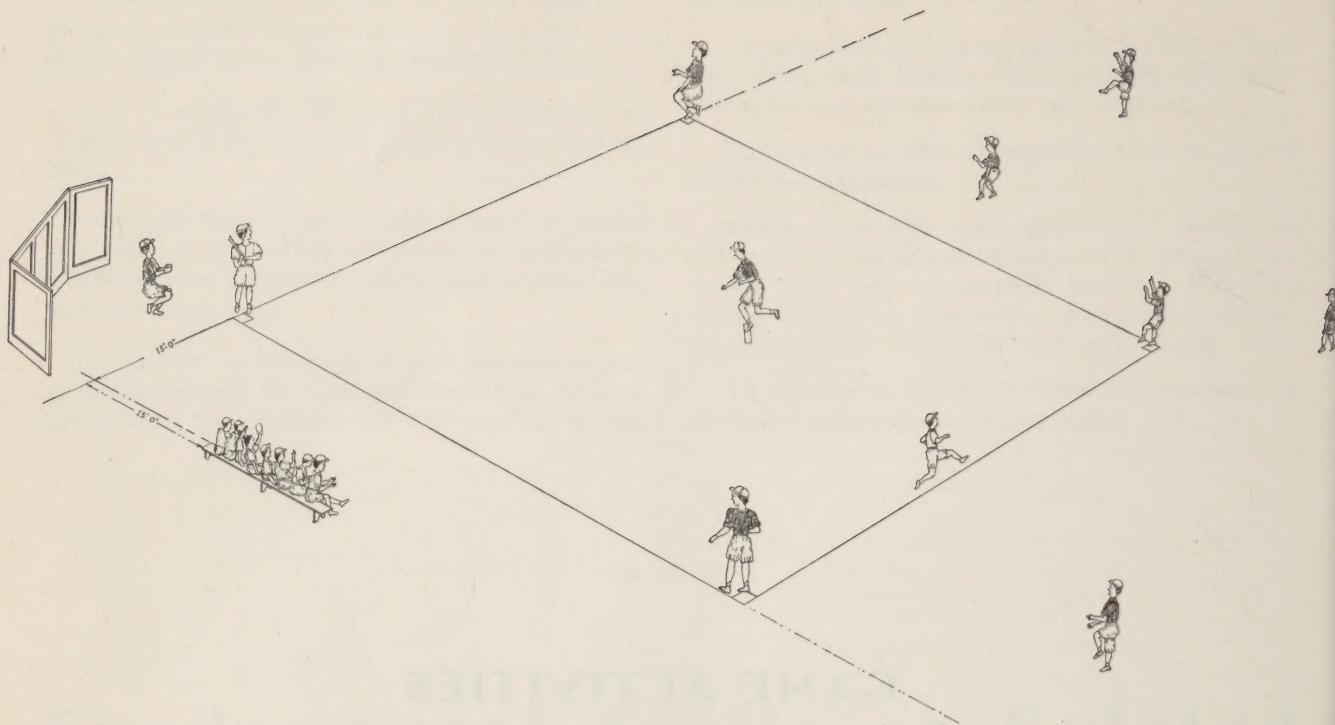
5. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

6. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

7. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

8. *Scramble*—A game of tile and board, in which letters and tiles are used to make words.

BASEBALL



Any game played with a baseball and bat:
Hit the Bat, Long Ball, One Ol' Cat,
Work Up, and Baseball.

For grades 3, 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

Backstop, batters' bench, and regulation home plate.

The Bat

The bat may be used only where there is a backstop or its equivalent.

Baseball games and all other games that require a bat and ball are to be played only where a suitable area has been designated by the principal. In case of doubt the assistant supervisor of physical education may be consulted.

All bat handles should be properly taped. The taping should extend approximately nine or ten inches.

There should be one bat only for each ball game.

Use school bats only.

The player should drop the bat on the ground near home plate when starting to first base or when returning to the batters' bench.

The player should not swing the bat unless he is standing in the batter's box and attempting to hit a pitched ball.

The Bench

The batters' bench shall be placed so that it is 15 feet from home plate toward first base and 15 feet outside the base line between home and first base.

The players on the team at bat should remain seated on the bench until it is their turn to bat.

The player who is to bat next should remain on the bench until the batter is out of the batter's box.

The Bases

The regulation filled canvas base shall be used at first, second, and third bases and shall not be fastened to the ground.

The regulation home plate shall be installed 12 feet from the center of the backstop to the point of intersection of the first base line and the third base line.

Players are not permitted:

To use a bat that does not have the handle properly taped.

To play with a bat in any place other than a designated location.

To have more than one bat for each game.

To use any bats other than those provided by the school.

To go to bat while the batter is still in his box with the bat in his hand.

To interfere when at bat with a member of the fielding team.

To run or walk across the diamond when the game is being played, fielders excepted.

To move the batters' bench to any place other than the one designated.

To climb or sit on the backstop.

To walk or stand in front of the backstop, batter and catcher excepted.

To wear cleated or spiked shoes.

Spectators

Spectators should remain 15 feet beyond the base line and their extensions and at least 21 feet away from the home plate.

Note: "Hard" baseball, "hard" baseball bats, or the regular game of "hard" baseball shall not be permitted on the elementary school playground at any time unless authorized by the supervisor of physical education.

HORSESHOES AND QUOITS

For grades 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

Two frames and two pegs.

SAFETY SUGGESTIONS

The following points should be considered when choosing a space for horseshoes or quoits:

Use a remote area in which there is a minimum amount of activity.

It is advisable to place the court parallel with a building or fence.

Only rubber horseshoes and quoits are allowed on elementary school grounds—vacation playgrounds excepted.

Horseshoes and quoits should be played in designated areas only.

Iron pegs should be covered with boxes painted red if they are to be left in the ground while not in use.

Children are not permitted:

To run across the area designated as the court.

To stand within the frame while a player is pitching a quoit.

ONE BOUNCE NET BALL AND VOLLEY BALL

For grades 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

A Volley ball court.

Children are not permitted:

To hang, lean, or pull on the net.

ONE GOAL BASKET BALL

For grades 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

A basket ball backboard and basket.

Children are not permitted:

To hang on the baskets.

To sit on the baskets or backboards.

PADDLE TENNIS

For grades 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

A paddle tennis court or an adapted volley ball court.

Children are not permitted:

To jump over the net.

To hang, lean, or pull on the net.

To swing the paddle carelessly.

RUNNING BROAD JUMP



For grades 3, 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

A jump pit 4 feet wide by 16 feet long and 6 inches deep, four sides beveled, filled to the top with sand. For 7th and 8th grades the length of the pits shall be 18 feet.

A take-off board 8 inches wide and 3 feet long sunk flush with the ground 3 feet from the pit.

Note: The runway, a length of 60 feet or less, should be smooth, level, and free from obstacles.

SAFETY SUGGESTIONS

The jumper runs to the take-off board and jumps from one foot.

The length of the run should not be more than 60 feet from the take-off board.

Note: Level the sand after each jump.

Children are not permitted:

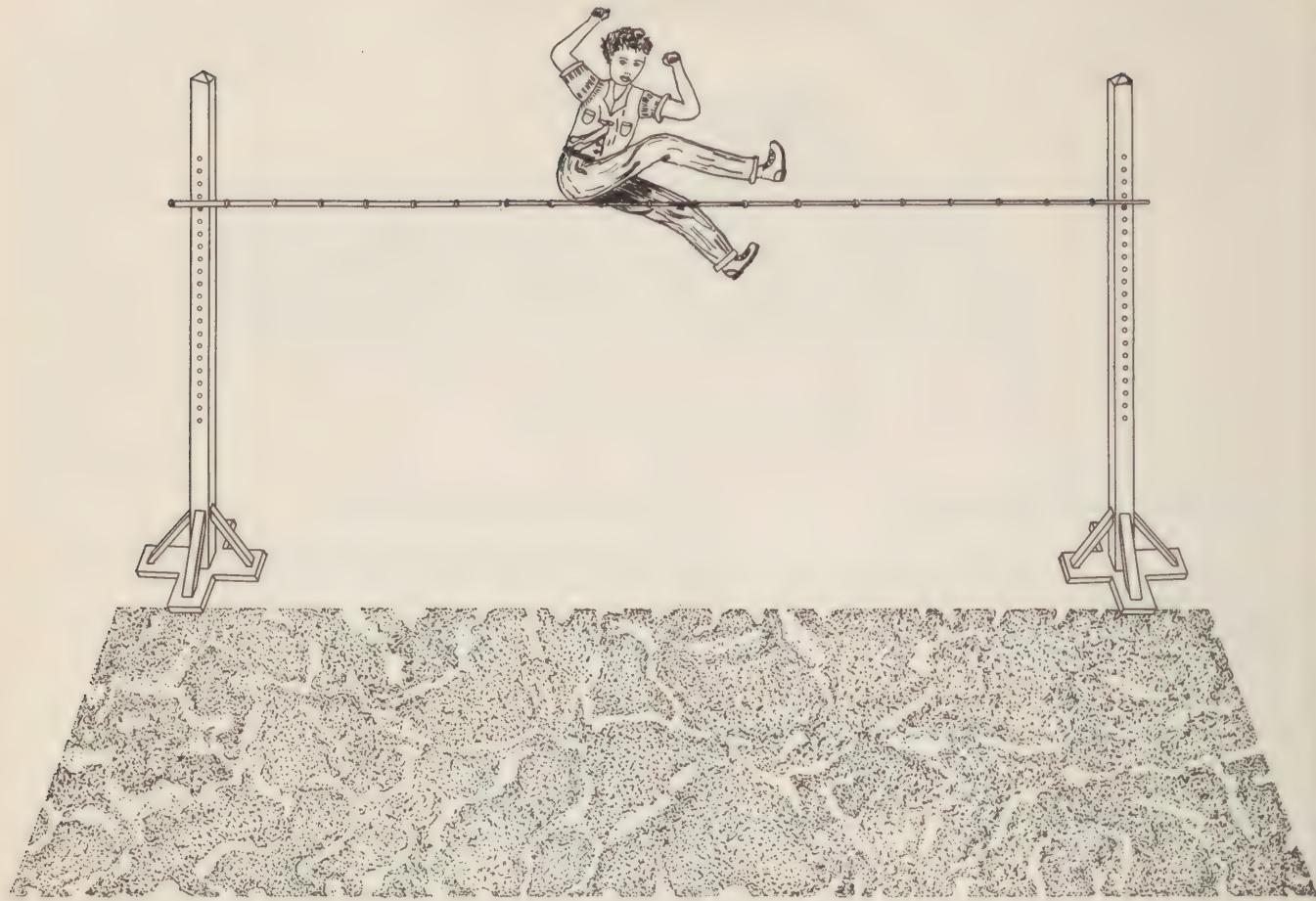
To jump before reaching the take-off board.

To leave the rake near the pit.

To leave the rake with the points up.

To stand on edge of pit while others are jumping.

RUNNING HIGH JUMP



For grades 4, 5, 6, 7, and 8

FACILITIES AND EQUIPMENT

A jump pit 10 feet wide by 14 feet long and 10 inches deep, sides beveled, filled to the top with shavings.

Two regulation high jump standards. The jump standards should be placed approximately 18 feet apart and close to the front side of the pit, so that the jumper will not land on the hard ground.

The cross bar shall be placed on the pit side of the standards. The cross bar should be approximately 15 feet in length. The pole may be strengthened by winding at least two turns of black friction tape between each joint of the bamboo.

Two metal pegs should support the cross bar.

A pit-leveler should be used to keep the shavings inside the pit, especially in the parts where jumpers land. This may be made by using a broom handle and a piece of wood of $\frac{3}{4}$ inch stock cut to the following dimensions: 6 inches wide and 2 feet long, constructed to resemble a hole. A leveler shall always be removed from the pit when anyone is jumping.

Mark a restraining line on the ground, at right angles to the front edge of the pit, separating the take-off area into two sections (see diagram).

SAFETY SUGGESTIONS

The jumper should run from the side and jump over the cross bar, using a scissors jump only.

The jumper should plan to jump close to the bar before reaching the restraining line.

After passing over the bar turn the body slightly toward it.

Children are not permitted:

To dive over the cross bar, i.e., the head going over before the body.

To pole vault, i.e., to use any kind of a pole or rod to assist the jumper in jumping over the bar.

To run too close to the standard.

To jump after crossing the restraining line.

To leave rake in the pit.

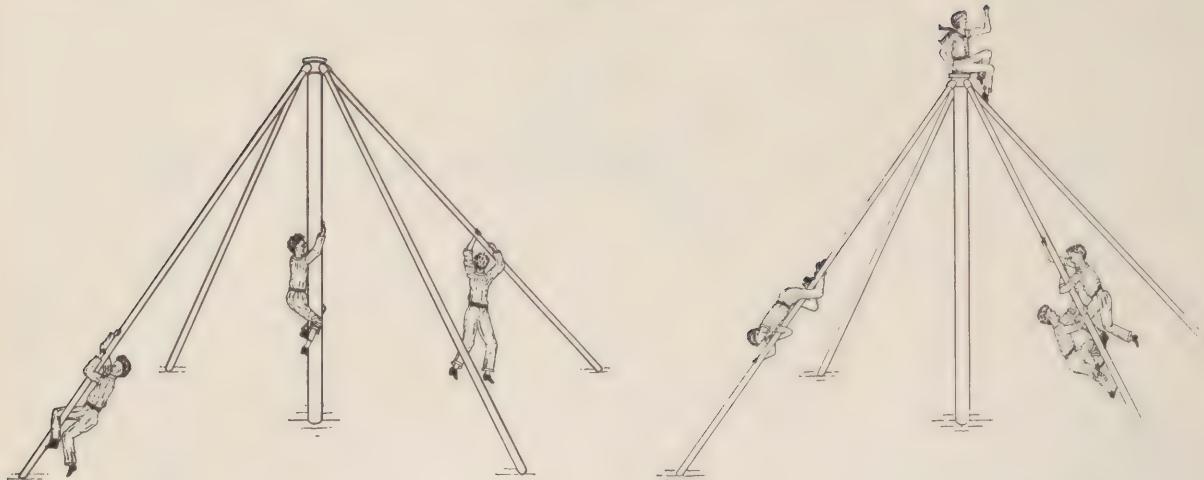
To leave rake with points up.

To level the shavings when a jumper is performing.

To wear spiked shoes.

PLAYGROUND APPARATUS

CLIMBING POLES



For grades 3, 4, 5, 6, 7, and 8

HOW IT SHOULD BE USED

The player climbs up one of the oblique poles or the center pole and down either pole.

Methods of use

Climbing hand over hand.

Climbing with the hands and alternate use of legs with a swaying motion.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To drop off a pole when the feet are more than four feet above the ground.

To sit on the top of the apparatus.

To climb on a pole when another player is using it.

To come down head first.

To walk up.

To use the apparatus when poles or hands are wet.

VALUE

Satisfies the urge to climb.

Develops the grip of the hands and the strength of the trunk muscles.

Develops courage in a fearful child and gives him a sense of success as he gains in ability to climb higher through repeated endeavor.

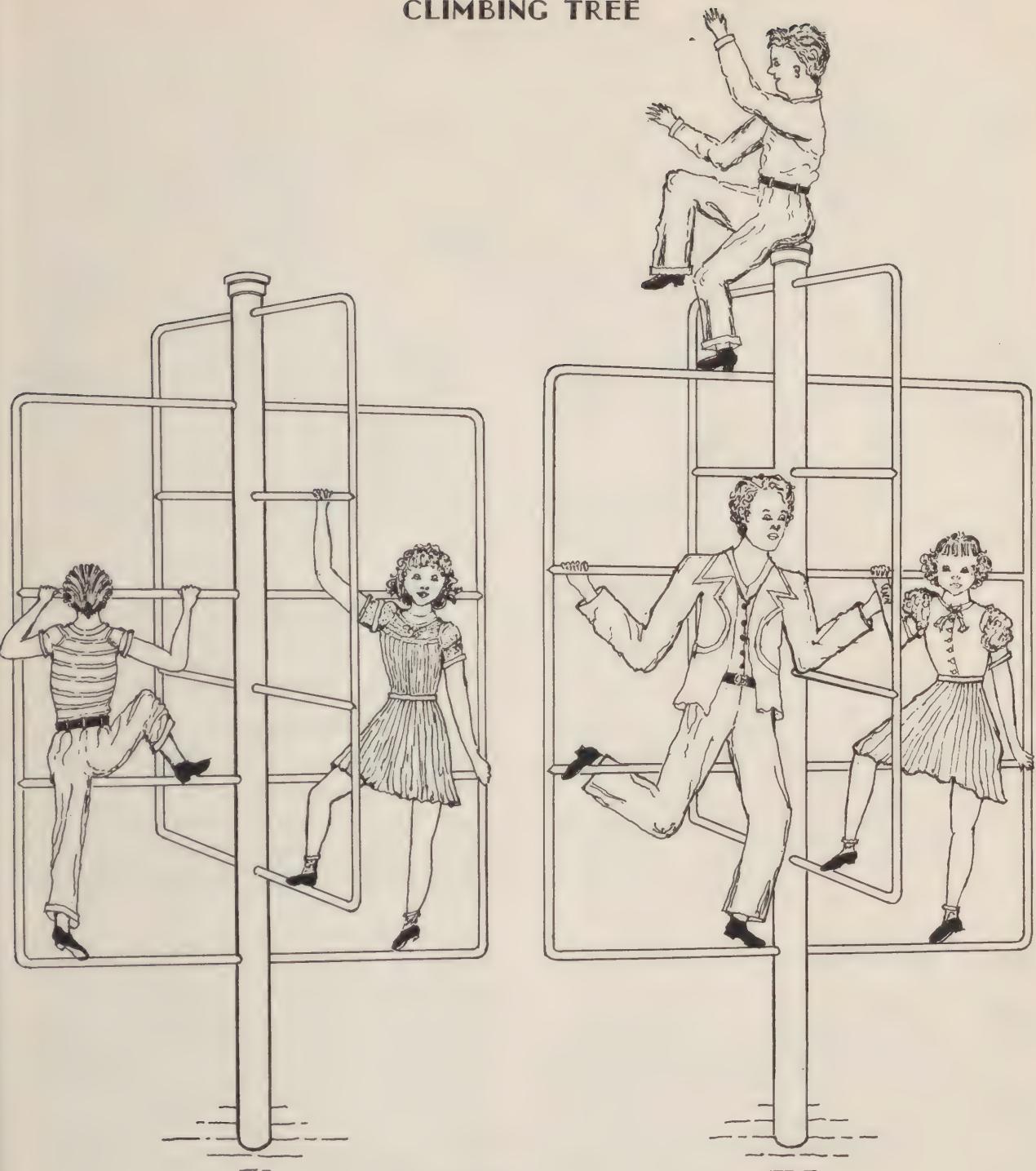
SAFETY SUGGESTIONS

Line up at the bottom of the poles to await turn.

Start up the pole when there is no other player on that pole.

Always keep one hand on the pole.

CLIMBING TREE



For kindergarten and grades 1, 2, and 3

HOW IT SHOULD BE USED

Player climbs in and out of squares or up and down the ladder.

SAFETY SUGGESTIONS

Not more than four children may use the climbing tree at one time.

One hand should always be kept on a bar.

Use the tree for climbing rather than a resting place.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To hang with one hand only.

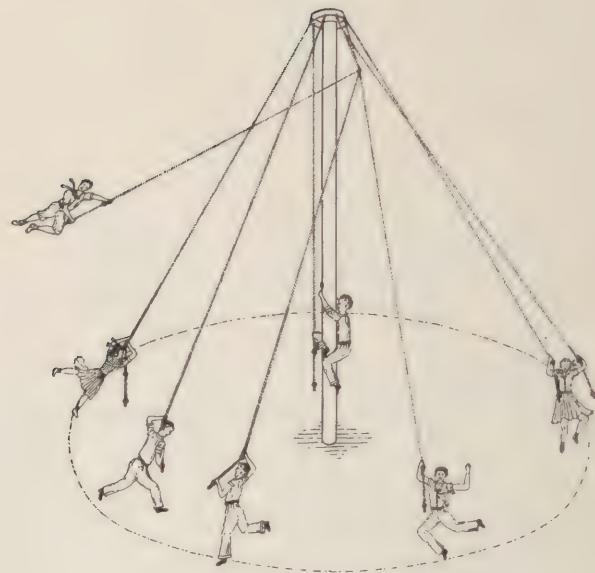
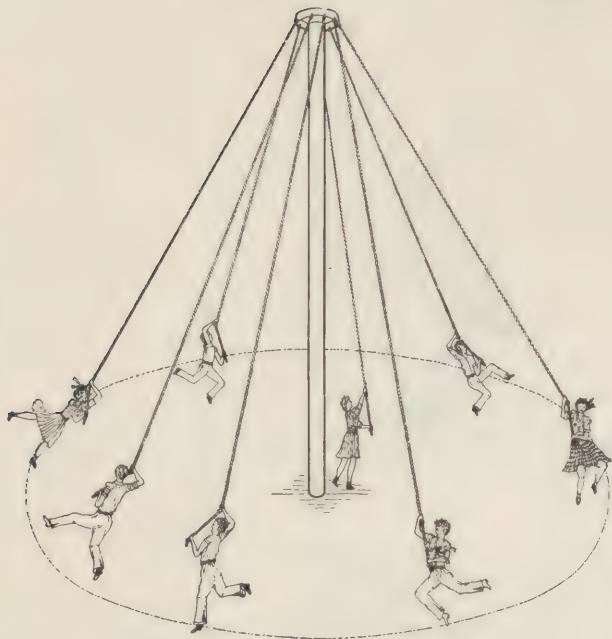
To jump from any part of the apparatus.

To grasp or shove another player.

VALUE

Satisfies the urge to climb.

GIANT STRIDE



*For grades 3, 4, 5, 6, 7, and 8
(Second grade instructional period only with the teacher present)*

HOW IT SHOULD BE USED

Grasp a rope with both hands and run to get a good start, then swing around the pole. All players go in the same direction.

Encourage traveling clockwise at times and counter-clockwise at other times.

SAFETY SUGGESTIONS

Line up to await turn.

Grasp rope with both hands and hold on tightly.

Players should start running an equal distance apart.

A starter gives the signal for all to start running in the same direction.

If the player becomes tired he walks around close to the pole, keeping his correct place until the group has stopped. All ropes must extend straight from the top of the pole to the players without being crossed or tangled.

Describe a circle around the giant stride with a radius of 14 feet to enclose the area of activity.

The end of each rope shall be not more than 3 feet from the ground.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To run in and grasp a rope when children are swinging.

To crowd or overtake the player ahead.

To "fly," i.e., to cross a rope over the top of another in order to get an extraordinarily high swing.

To climb the center pole.

To change the knots in the rope, or to add more knots, thus shortening the rope.

To run from the circle while others are swinging.

To enter the area enclosed by the restraining circle unless they are playing on the apparatus.

VALUE

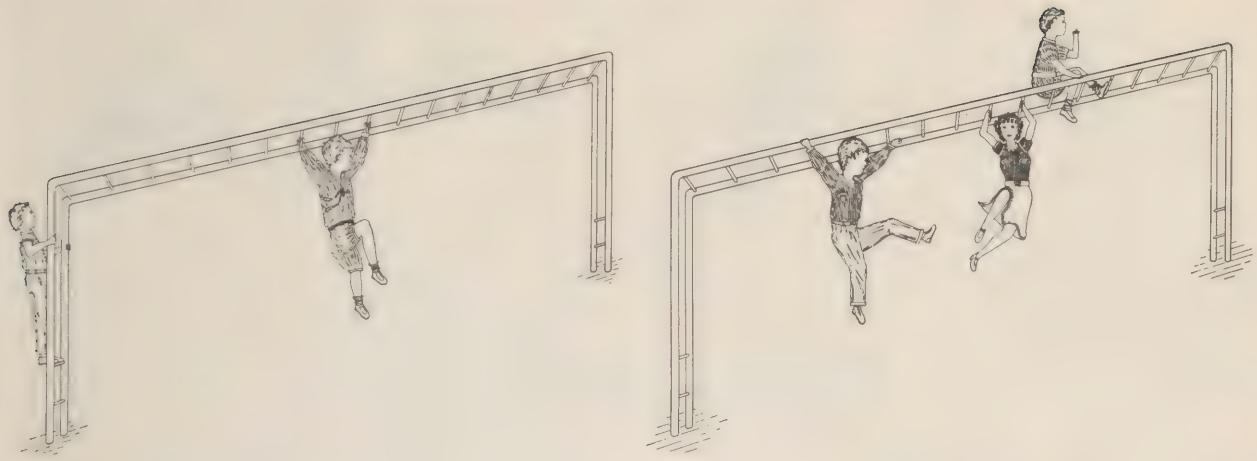
Develops cooperation with others.

Accelerates general circulation by the vigorous use of the legs and body muscles.

All the muscles of the trunk are extended to carry the weight. This develops the arms, chest, and back, and contributes to the improvement of posture.

Increases flexibility of the lower spine by changing the motor load on the arms by pushing alternately with right and left foot.

HORIZONTAL LADDER



For kindergarten—Height 4 feet 9 inches

Grades 1, 2, and 3—Height 5 feet 4 inches

Grades 4, 5, and 6—Height 6 feet 4 inches

HOW IT SHOULD BE USED

Travel forward, grasping the rungs of the ladder.

Grasp one side of the ladder and travel sideward with feet off the ground.

Grasp both sides of the ladder and travel forward.

When a player finishes his turn he leaves the ladder and lines up at the start for the next turn.

SAFETY SUGGESTIONS

Each player waits his turn at a safe distance from the apparatus.

Wait until the one ahead is half way across before starting.

Only two players should be using the ladder at the same time.

All players travel in the same direction.

Always have one hand grasping the ladder.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To stand, walk, or sit on top of the ladder.

To travel in the opposite direction from the other players.

To jump from one rung to another, i.e., have both hands off at the same time.

To be under or near the sides of the ladder while anyone is performing.

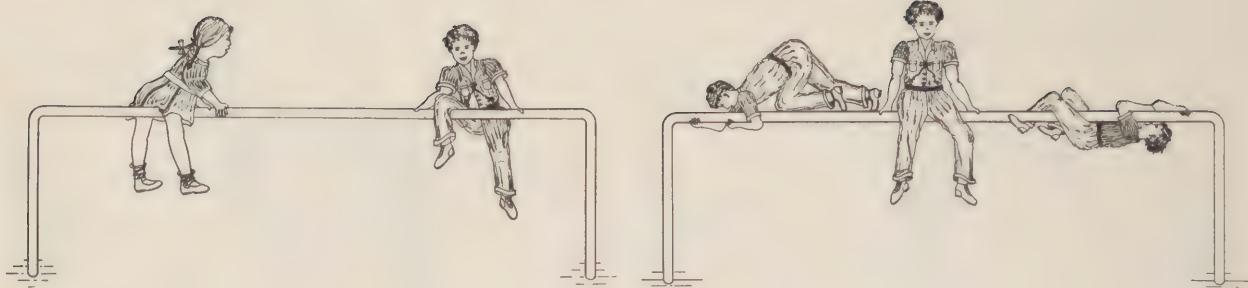
VALUE

Develops the hand grip and the strength of the arms. The suspension of the body weight contributes to the development of better posture.

It aids in maintaining the flexibility of the spine and elasticity of the big trunk muscles.

Gives emotional satisfaction as skill is gained in handling the body.

LOW BAR



*Grades 1, 2, and 3—Height 3 feet 2 inches
For kindergarten—Height 2 feet 6 inches*

HOW IT SHOULD BE USED

Three methods of use

Stand facing the bar, grasp it and turn forward.

Place one leg over the bar, grasp the bar, and turn forward and backward.

Straddle the bar, grasp it, and turn in either direction.

SAFETY SUGGESTIONS

Take a firm hold on the bar.

HOW IT SHOULD NOT BE USED

Children are not permitted:

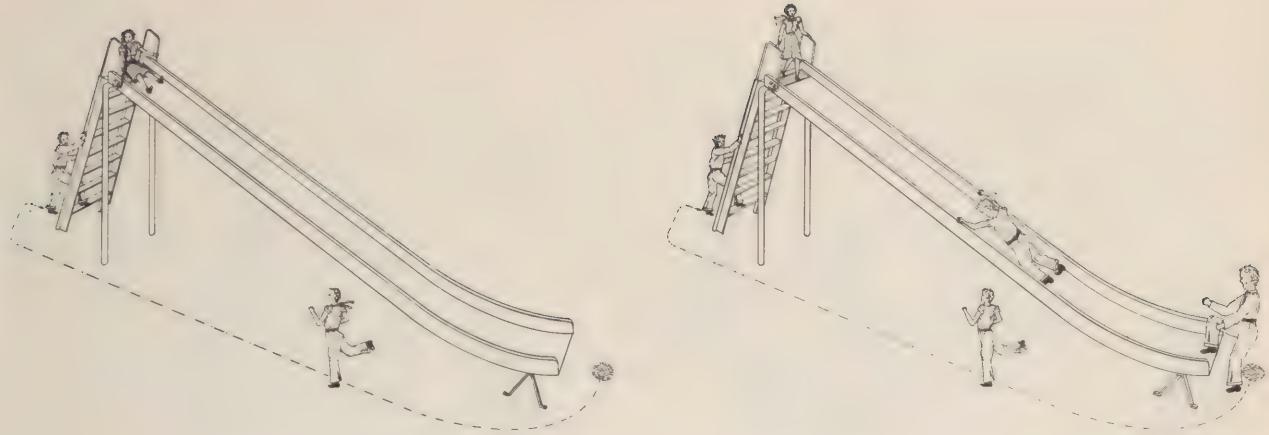
To sit on the bar unless in a straddle position.

Stand on the top of the bar.

VALUE

Turning forward over the bar exercises the abdominal muscles and increases the grip of the arms.

SLIDE



*For kindergarten—Height 6 feet
Grades 1, 2, 3, primarily—Height 8 feet*

HOW IT SHOULD BE USED

Climb up the ladder, grasp the handrail, sit down and extend the legs forward with the feet in the slide. Grasp the sides and slide down.

SAFETY SUGGESTIONS

Each player in turn waits on the red step* half way up the ladder until the child ahead has started to slide.

Start to slide when the child ahead has left the slide.

When finished, walk away from the slide immediately.

***Note:** The step half way up the ladder of the slide should be painted red to warn the children not to go farther until the child ahead has started to slide.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To pass the red step until the child above has started down the slide.

To crowd on the steps or on the slide.

To stand or squat on the slide.

To slide down backwards.

To crawl or walk up the slide.

To slide down head first.

To hang, sit, or stand on the horizontal support.

To slide with the legs dangling over the side.

To throw sand or shavings on the bed of the slide to make it slippery.

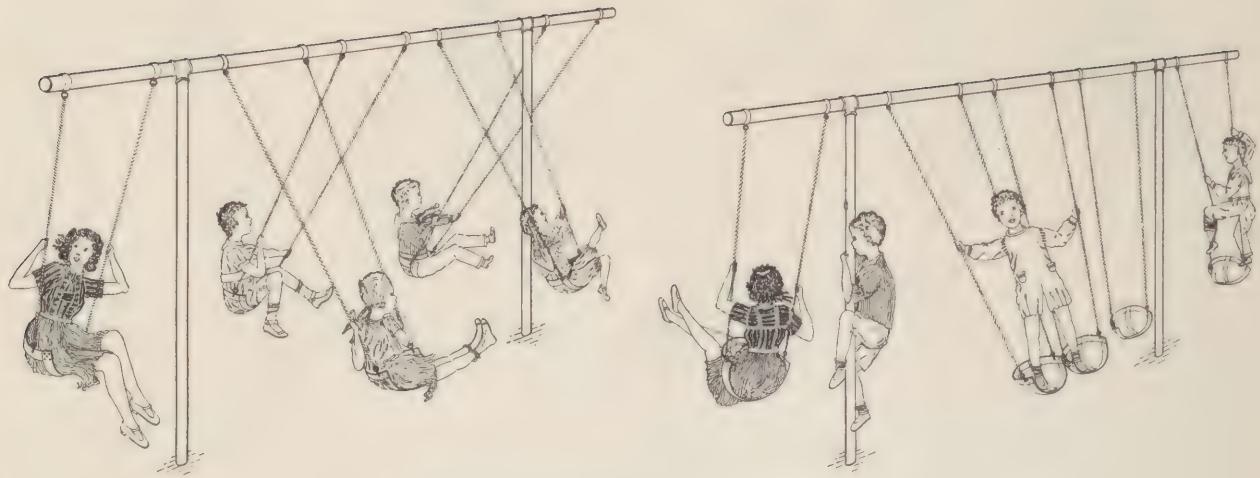
VALUE

Affords pleasure and a feeling of exhilaration.

The climbing up the steps of the ladder develops balance and gives exercise.

Satisfies the desire to climb.

SWINGS



For kindergarten and grades 1, 2, and 3 primarily

HOW IT SHOULD BE USED

Sit in the swing and swing forward and backward only.

SAFETY SUGGESTIONS

Only *one* child on *one* swing.

Hold on tightly.

Always *sit* in the leather seat.

Swing forward and backward only.

All children face the same direction when swinging.

Children pushing swing should push gently.

Note: If child is too small to reach the ground with the feet, he may be swung by another child who stands behind and gently pushes him forward.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To stand in a swing.

To climb up the ropes or swing frames.

To wind both ropes and whirl.

To put their feet through the seats.

To stand or run close to the swings.

To swing sideward.

To run under the swings while pushing a child.

To hook the swings together to swing.

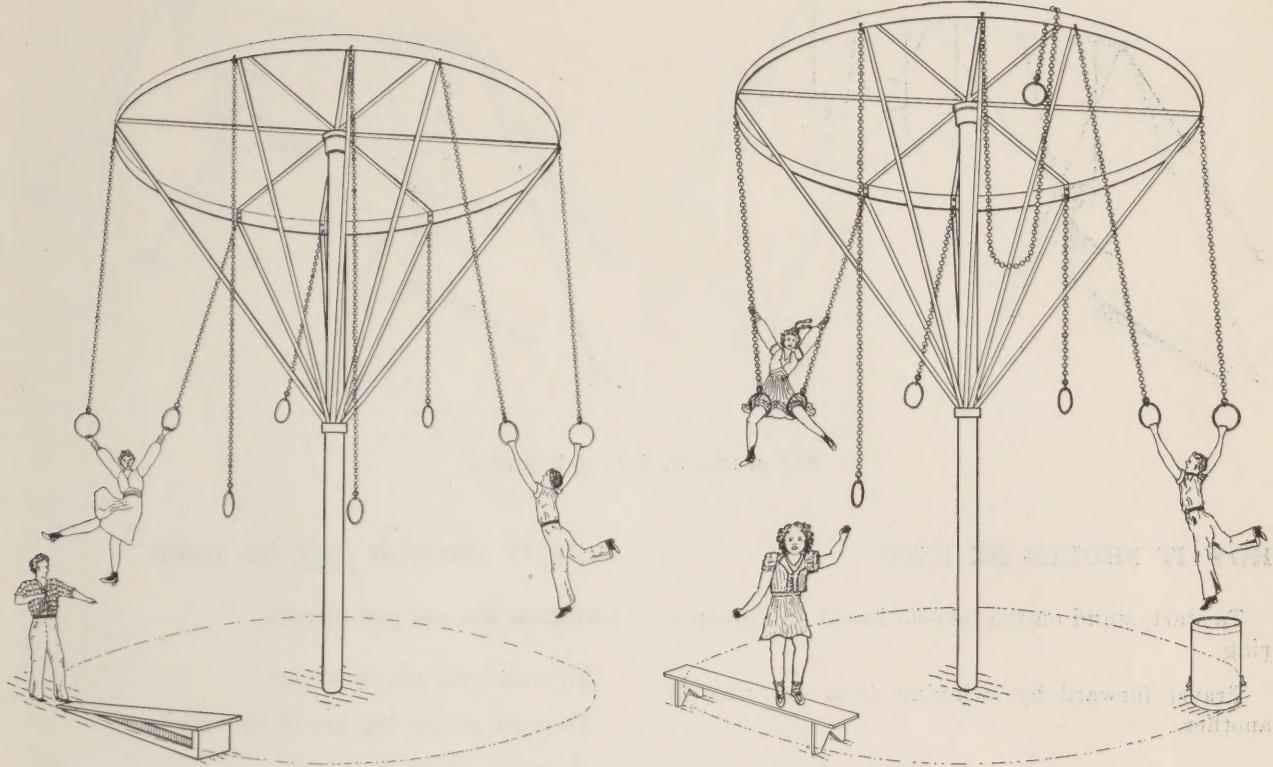
VALUE

The activity requires simple skills and it gives the weak child self-confidence.

Swinging backward and forward develops the back muscles.

Swinging provides a joyous and stimulating outlet for muscular energy.

TRAVELING RINGS (Circular)



For grades 3, 4, 5, 6, 7, and 8

HOW IT SHOULD BE USED

Stand on the take-off board and grasp a ring. Travel from one ring to another, all players going in the same direction.

SAFETY SUGGESTIONS

Stand in one line to await turn.

Wait until the player ahead has left the third ring before starting.

Grasp the ring with the thumb underneath.

If there is moisture on the hands or rings dry them before starting, to void slipping.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To jump from the take-off board to reach a ring.

To crowd the player ahead.

To climb up the center pole or hang on the supporting braces.

To throw the ring over the top of the apparatus.

To twist the chains.

To put the feet through the rings.

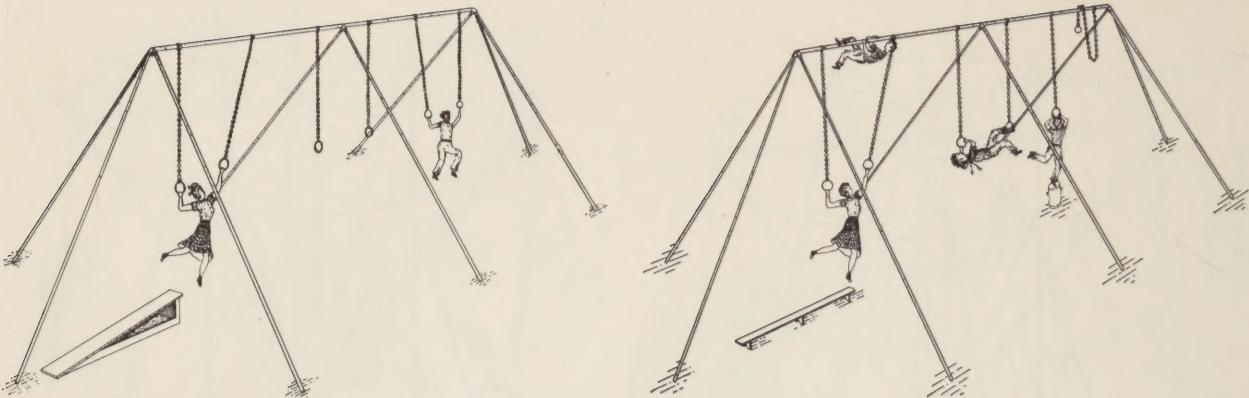
To use the benches, or refuse cans, etc., as take-off boards.

VALUE

Develops skill and muscular control by traveling forward with the weight of the body suspended.

Assists in the improvement of posture.

TRAVELING RINGS (Long)



For grades 3, 4, 5, 6, 7, and 8

HOW IT SHOULD BE USED

To start, stand on the take-off board and grasp a ring.

Travel forward by swinging from one ring to another.

SAFETY SUGGESTIONS

Stand in line to await a turn.

Wait until the player ahead has left the third ring before starting.

Travel one length only when others are waiting for a turn.

HOW IT SHOULD NOT BE USED

Children are not permitted:

To crowd the player ahead.

To climb on the top bar of the frame.

To swing crosswise.

To throw the rings over the top of the apparatus.

To use the rings other than by hanging with the hands.

To put their feet through the rings.

To stand in the rings.

To hang by the knees.

To be close to those who are swinging unless assisting another player.

To use benches, refuse cans, etc., for take-off boards.

VALUE

Develops skill and muscular control by traveling forward with the weight of the body suspended.

Assists in the improvement of posture.

